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ABSTRACT

This report is a follow-up to "An Experiment In Cross Age Peer Interaction" (ED 185 492). The peer interaction program is described in the initial document as an attempt to give sixth graders more insight into adolescent development and to give high school juniors and seniors the training and experience to develop communication and leadership skills. This follow-up report describes the second year of the program conducted with a new group of sixth graders and high school student leaders during the 1979-80 school year. Some program modifications are presented and a complete evaluation of the second year project is provided, including comparison of the results from both years of the project, and affirms the potential for peer interaction as a vehicle for growth and development. Evaluation forms, responses, and comments made by students, parents, and leaders are also given for both years. (Author/NRB)

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PEER INTERACTION
A Second Year Report

Barry C. Mason

Abington Heights Middle School
Clarks Summit, PA

1980

CG 014368

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PEER INTERACTION -
A Second Year Report

This is a follow up to a September 1980, ERIC Document Ed 185 492 entitled "An Experiment in Cross Age Peer Interaction". The project which was initiated by the Abington Heights School District in Clarks Summit, Pa. during the 1978-79 school year was continued the next year with a new group of sixth graders and a new group of peer leaders (with the exception of the four junior leaders returning for their second year).

The same basic program that appears in ERIC was conducted for the second year. A few changes, however, were made in response to the 1979-80 evaluations. First, a new application form for peer leaders was developed and appears on page 1A and 1B. It was felt that this application was more effective in that it spelled out exactly what would be expected of each candidate. Another change was that each candidate had to undergo a screening interview conducted by the Director of Guidance and the project director. The guideline used by the interviewers for evaluating the candidates appears on page 2A. The interview served the twofold purpose of first getting a firm commitment from the applicants and coming to a common understanding of expectations before the first training session. Interestingly some of the candidates eliminated themselves during the interview when they realized the degree of commitment that would be necessary. Thirty candidates applied and twenty were selected on the basis of the rating assigned in the interview. Those not selected were placed in an alternate status.

Another major change was that the training was conducted in three Saturday morning (four hour) workshops instead of after school sessions,

ABINGTON HEIGHTS HIGH SCHOOL

Clarks Summit, Pa. 18411

PEER INTERACTION APPLICATION

Please read the following requirements before completing this form.

1. You must agree to attend three four-hour workshops, They will be held as follows:

   #1 Saturday - Jan. 5 - 9:00 a.m. - 1:00 p.m.
   #2 Saturday - Jan. 12 - 9:00 a.m. - 1:00 p.m.
   #3 Wednesday - Jan. 16 - 3:30 p.m. - 7:30 p.m.

2. You must conduct at least six one-hour sessions with the sixth graders. These sessions will be held during school hours (dates to be announced) so you must be responsible to make up any classwork missed.

3. You must attend six one-hour follow-up sessions to be held after each interaction session. These sessions will be held on Wednesdays from 3:30 to 4:30 p.m.

4. You will be required to develop a plan, oranize, and implement a constructive program for the sixth graders.

5. You must be responsible to attend all sessions and be prompt. All sessions will start at the designated times.

If you feel you can handle the requirements and have the desire to participate, complete the application form and return it to the Guidance Office by Nov. 1, 1980

NAME: _____

GRADE: _____

ABINGTON HEIGHTS HIGH SCHOOL

Clarks Summit, Pa. 18411

PEER INTERACTION APPLICATION

CIRCLE ONE:

I consider myself to be:

Responsible				Irresponsible	Outgoing				Shy
1	2	3	4	5	1	2	3	4	5
Good Student				Poor Student	Confident				Insecure
1	2	3	4	5	1	2	3	4	5
Happy				Sad	Strong				Weak
1	2	3	4	5	1	2	3	4	5
Smart				Dumb	Active				Passive
1	2	3	4	5	1	2	3	4	5
Talkative				Quiet	Organized				Disorganized
1	2	3	4	5	1	2	3	4	5
Beautiful				Ugly					
1	2	3	4	5					

Write a short statement as to why you want to be in this program _____

_____

_____

I have read all the requirements and agree to become an active participant in the program.

_____
(Signature)

All applicants will be interviewed by Mr. Wohkittel and Mr. Mason of the Guidance Department. Participants will be selected on a basis of commitment and character. A maximum of twenty students will be selected. Successful applicants will be notified before December 15, 1979.

1 B

plus six on-going after school sessions running concurrently with the Peer Interaction Sessions. This change in format practically eliminated attendance problems. The working sessions were ideal for training; the leaders were fresh and relaxed and seemed more enthusiastic and responsive. The after school sessions which were designed as follow up meetings for each interaction session provided leaders with an opportunity to discuss any problems and to receive direction for planning the next session.

Instead of five consecutive interaction sessions the sessions this year were spread out over a six week period with one hour sessions scheduled once a week. This change was especially beneficial to the high schoolers in that they found it easier to keep up with work missed. The schedule was arranged so they did not miss the same class each week.

Since the 79 evaluation indicated that it might be beneficial to concentrate more on specific communication, decison making and problem solving skills, the trainer spent more time in these areas. In order to accomplish this the trainer used a more autocratic style of leadership and structured more skill development activities at the expense of personel development and goal directed activities. It is very questionable that this change had any significant impact on the program. If anything it appears that it may have had a slightly negative effect.

The 79 report was almost totally lacking in parent feedback and therefore a new parent questionaire was developed. The responses though not overwhelming was a vast improvement over last year. The questionaire is on page 3A.

The evaluation report that follows is a comparative analysis of the 1978-79 and 1979-80 projects. Though the results show some minor differences it appeared that the program was again successful. The positive way in which the program was received by those involved lends credence to the conclusion that Peer Interaction has great potential as a technique for furthering human growth and development.

INTERVIEW GUIDELINE

I. Review Application

1. Committment — 1 2 3 4 5 6 7 8 9 10
   What might interfere with program?

2. Interest (Motivation) — 1 2 3 4 5 6 7 8 9 10
   Why signed up?

3. Responsibility - Activities — 1 2 3 4 5 6 7 8 9 10
   Holding of offices - work experience

4. Leadership Experience — 1 2 3 4 5 6 7 8 9 10
   Did you ever lead a group, etc.

5. Articulation (Communication) — 1 2 3 4 5 6 7 8 9 10
   Observation

6. Emotional Stability — 1 2 3 4 5 6 7 8 9 10
   Training program, sharing, openness
   important concerns

7. Social Maturity — 1 2 3 4 5 6 7 8 9 10
   What traits do you look for when making
   a friend?

8. School Achievement — 1 2 3 4 5 6 7 8 9 10

9. Career Goals — 1 2 3 4 5 6 7 8 9 10
   Have you decided yet?

10. Attitudes toward Authority — 1 2 3 4 5 6 7 8 9 10
    How do you get along with adults?

CROSS AGE PEER INTERACTION PROJECT

FINAL EVALUATION (JUNE 1980)

A SECOND YEAR REPORT

Assessment of the Peer Interaction Project this year followed the same format as last year, with the exception of a more comprehensive parent questionaire. Two hundred forty-five students, eighty-eight parents, three staff members and nineteen peer leaders responded to the questionaires.

The first evaluation report completed by the sixth graders appears on pages 1A thru 1D showing the results of each of the three teams. The composite results are graphed below along with the corresponding results from last year.

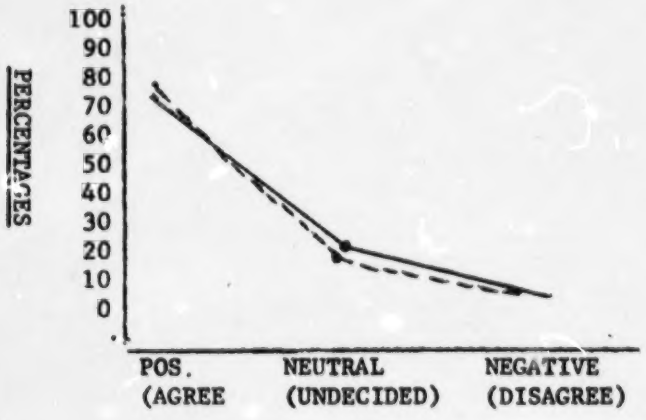

FIGURE #1 Percentages of positive, neutral, and negative responses on the sixth grade evaluation, comparing the results of the 1979-80 and 1978-79 school year.

_____ this year (1980)
------ last year (1979)

1980

Peer Interaction

Composite scores for-

Teams 3, 4, and 5 - Sixth Grade Evaluation Forms - 245 Student Returns

Please rate your feelings by circling the appropriate responses:

	AGREE	UNDECIDED	DISAGREE
1. I really learned a lot about teenagers and growing up.	170 = 69%	62 = 25%	13 = 5%
2. I now feel better about being me.	138 = 56%	84 = 34%	23 = 9%
3. I really enjoyed the discussion groups with the High School students.	220 = 90%	22 = 9%	3 = 1%
4. I think all kids should have a chance to talk with the High School kids.	200 = 82%	37 = 15%	8 = 3%
5. I think I am better prepared to deal with some of the teenage problems I will face.	164 = 67%	68 = 35%	13 = 5%
6. I now understand some of the choices I will have to make as a teenager.	210 = 86%	29 = 12%	6 = 2%
7. I think I am better prepared to make wise choices.	166 = 68%	70 = 29%	9 = 4%
8. I understand myself better.	123 = 50%	93 = 38%	29 = 12%
9. My leader was very good.	224 = 91%	17 = 7%	4 = 2%
10. My Leader really listened to us.	222 = 91%	17 = 7%	6 = 2%
11. My Leader was open and honest with us.	225 = 92%	20 = 8%	0
12. My Leader really kept us interested.	168 = 69%	63 = 26%	14 = 5%
13. My Leader really seemed to know what she/he was doing.	214 = 87%	26 = 11%	5 = 2%
14. My Leader had good control over the group.	155 = 63%	69 = 28%	21 = 9%
15. My Leader really looked and acted grown up.	195 = 80%	40 = 16%	10 = 4%
Totals:	2794 = 76%	717 = 20%	164 = 4%

1980
Peer Interaction

Individual team scores

Team 3 Sixth Grade Evaluation Form 54 Student Returns

Please rate your feelings by circling the appropriate responses:

	AGREE	UNDECIDED	DISAGREE
1. I really learned a lot about teenagers and growing up.	38 = 70%	12 = 22%	4 = 7%
2. I now feel better about being me.	25 = 46%	19 = 35%	10 = 19%
3. I really enjoyed the discussion groups with the High School students.	49 = 91%	4 = 7%	1 = 2%
4. I think all kids should have a chance to talk with the High School kids.	46 = 85%	6 = 11%	2 = 4%
5. I think I am better prepared to deal with some of the teenage problems I will face.			
6. I now understand some of the choices I will have to make as a teenager.	49 = 91%	5 = 9%	0
7. I think I am better prepared to make wise choices.	29 = 54%	19 = 35%	6 = 11%
8. I understand myself better.	26 = 48%	18 = 33%	10 = 19%
9. My Leader was very good.	52 = 96%	2 = 4%	0
10. My Leader really listened to us.	50 = 93%	4 = 7%	0
11. My Leader was open and honest with us.	50 = 93%	4 = 7%	0
12. My Leader really kept us interested.	41 = 76%	11 = 20%	2 = 4%
13. My Leader really seemed to know what she/he was doing.	49 = 91%	4 = 7%	1 = 2%
14. My Leader had good control over the group.	37 = 69%	13 = 24%	4 = 7%
15. My Leader really looked and acted grown up.	38 = 70%	13 = 24%	3 = 6%
Totals:	610 = 75%	156 = 19%	44 = 5%

1980
Peer Interaction

Individual Team Scores

Team 4 Sixth Grade Evaluation Form 77 Student Returns

Please rate your feelings by circling the appropriate responses:

	AGREE	UNDECIDED	DISAGREE
1. I really learned a lot about teenagers and growing up.	43 = 56%	26 = 34%	8 = 10%
2. I now feel better about being me.	40 = 52%	27 = 35%	10 = 13%
3. I really enjoyed the discussion groups with the High School students.	69 = 90%	6 = 8%	2 = 2%
4. I think all kids should have a chance to talk with the High School kids.	62 = 81%	11 = 14%	4 = 5%
5. I think I am better prepared to deal with some of the teenage problems I will face.	51 = 66%	17 = 22%	9 = 12%
6. I now understand some of the choices I will have to make as a teenager.	61 = 79%	11 = 14%	5 = 6%
7. I think I am better prepared to make wise choices.	53 = 69%	22 = 29%	2 = 2%
8. I understand myself better.	37 = 48%	30 = 39%	10 = 13%
9. My Leader was very good.	67 = 87%	7 = 9	3 = 4%
10. My Leader really listened to us.	67 = 87%	8 = 10%	2 = 3%
11. My Leader was open and honest with us.	71 = 92%	6 = 8%	0
12. My Leader really kept us interested.	43 = 56%	24 = 31%	10 = 13%
13. My Leader really seemed to know what she/he was doing.	65 = 84%	9 = 12%	3 = 4%
14. My Leader had good control over the group.	40 = 52%	21 = 27%	16 = 21%
15. My Leader really looked and acted grown up.	62 = 81%	10 = 13%	5 = 6%
Totals:	831 = 72%	235 = 20%	89 = 8%

IC

Peer Interaction

Team 5 Sixth Grade Evaluation Form 114 Student Returns

Please rate your feelings by circling the appropriate response:

	AGREE	UNDECIDED	DISAGREE
1. I really learned a lot about teenagers and growing up.	89 = 78%	24 = 21%	1 = 1%
2. I now feel better about being me.	73 = 64%	38 = 33%	3 = 3%
3. I really enjoyed the discussion groups with the High School students.	100 = 89%	12 = 11%	0
4. I think all kids should have a chance to talk with High School kids.	92 = 81%	20 = 18%	2 = 1%
5. I think I am better prepared to deal with some of the teenage problems I will face.	82 = 72%	29 = 25%	3 = 3%
6. I now understand some of the choices I will have to make as a teenager.	100 = 88%	13 = 11%	1 = 1%
7. I think I am better prepared to make wise choices.	84 = 74%	29 = 25%	1 = 1%
8. I understand myself better.	60 = 53%	45 = 39%	9 = 8%
9. My Leader was very good.	105 = 92%	8 = 7%	1 = 1%
10. My Leader really listened to us.	105 = 92%	5 = 4%	4 = 4%
11. My Leader was open and honest with us.	104 = 91%	10 = 9%	0
12. My Leader really kept us interested.	84 = 74%	28 = 25%	2 = 1%
13. My Leader really seemed to know what she/he was doing.	100 = 88%	13 = 11%	1 = 1%
14. My Leader had good control over the group.	78 = 68%	35 = 31%	1 = 1%
15. My Leader really looked and acted grown up.	95 = 83%	17 = 15%	2 = 2%
Totals:	1341 = 78%	326 = 19%	43 = 3%

The responses for each year were strikingly similar as shown in the graph (1979-Positive=79%, Neutral=17%, Negative=4%) (1980-Positive=76%, Neutral=2%, Negative=4%). The first eight questions dealing with student attitude toward the program as a learning experience revealed that most students again gave positive responses. The assessment of their leaders (as indicated by the last seven questions) was also very positive.

The success of the prime objective; of providing a non-threatening communicative atmosphere is reflected in Items #3 (90% positive reaction - 95% last year), Item #10 (91% positive response - 93% last year), and Item #11 (92% - 91% last year). The goal of giving the youngsters a sense of security about entering adolescence was reflected in Item #1 (69% positive - 77% last year), Item #5 (67% - 69% last year), Item #6 (86% - 82% last year), Item #7 (68% 72% last year) though slightly lower than last year is still quite favorable.

The personal growth questions were again very similar to last year's responses such as in Item #2 (56% - 59% last year), Item #5 (69% - 69% last year), Item #8 (50% - 53% last year). Perhaps this area should be analysed carefully next year for possible improvement, However, these responses could be more indicative of individual self concepts than a true measure of the effectiveness of the program.

The sixth graders again gave their leaders good scores for their leadership abilities. Items #9 thru #11 (over 90% positive response for both years), and Items #12, #13, and #15 (averaging 78% as compared to 85% last year). Though slightly lower than last year still reflects a high degree of regard. The lowest scores again this year was Item #14 having to do with leadership control. Again some of the groups were very difficult to handle and really tested the capabilities of the leaders. These results,

however, clearly indicate that the peer leaders once again gained the respect and admiration of their younger peers.

A sampling of comments made by the 6th graders appears on page 3A.

PEER INTERACTION

SIXTH GRADE EVALUATION FORM

THIS IS A SAMPLING OF COMMENTS MADE:BY STUDENTS;

I think there should be more time for the High School people to come.
I liked it very much, wish we had more time - THANK YOU.
We got to say some things and wouldn't be embarressed at all because we shared our feelings and nobody wouldn't say anything to no one else.
We should have these twice a week for the rest of the year.
I wish we had more time - I had some more things to ask.
It was lots of fun.
I think I learned a lot .
I really wish we could see the High School students again some time.
They should have groups like this more often because the older kids can help you alot if your afraid of something when you get older.
I liked the group and learned how to deal with problems I maight have to face.
I think it was very good and interesting.
I think you should have people come when people are in eighth grade to get a better idea of High School.
I learned that when I get older if I'm nice to teachers they'll be nice to me.
She really helped me.
I know some of the decisions I'll have in High School.
I really liked my helper she was understanding and pretty, she was easy to talk to.
My leader was super.
I think it was a good chance for kids to know that will happen in the future and know what kinds of decisions you have to make in your life.
It was fun in a way that we could learn and have fun in the same way.
I feel that I can make better deisions.
I liked it, it was OK. She was kind to us and understanding
I enjoyed the groups.
I think peer interaction is a good way to help us to learn about the problems we are going to face in the future.
I would like to have it again.
I think it was fun for the whole program because I really learned a lot about me and other kinds of people in my group, and I wish they would come next year.
They taught us really good and I learned a lot.
Good idea - you get to know what its like to grow-up.
It made me more confident of myself.
My leader knew what she was talking about.
She let kids blab on and on and on.
I think it was good to talk about teenagers and the choices we will have to make.
It was fun and we did alot of things.
I think they did a good job and I think they new what they were doing. Also I think you should keep it up.
They make you feel what you really are.
I didn't like it when Mr. Mason and the teachers came in - we got tense.
I think the groups were really worth the time and my leader made me feel interested in growing up .
It was better than Math and Spelling and Social Studies and I learned a lot from it.
I really enjoyed the groups and I have more confidence in myself.
I learned alot about it and I just want to be myself and nobody else.

Members of the involved middle school teaching staff were asked to respond to the same questionaire as was used last year. Since only three of the eleven forms were returned, it was impossible to draw any concrete conclusions. However, the staff was very supportive and accepting of the program. They have not voiced any serious complaints or objections.

Because of the poor response to last years parent letter a more extensive questionaire (on page 4A) was directed to parents this year, resulting in a more representative sampling. The results are on page 4B. It was evident that there was an overall approval of the program on the part of most respondents. Relatively few comments were made; a sampling appears on page. 4C.

Final evaluations were also completed by the peer leaders regarding the program. The graph below shows the final results in comparison with last year. The results of the Peer Leader Evaluation of the program appears on page 4D.

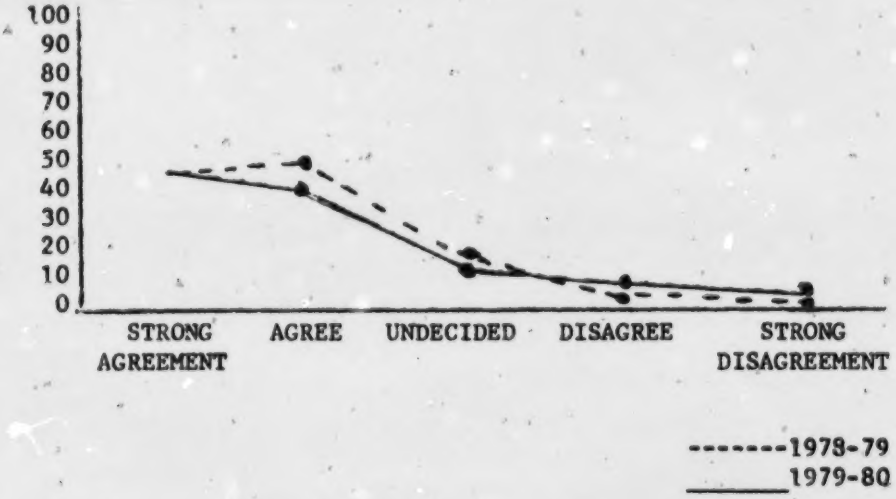

FIGURE #2 Leader evaluation of training program in comparison with 1979

Again all of the leaders viewed the project as being a meaningful personal growth experience (as shown in Item #1) and endorsed the value of the program.

TO: Parents of Sixth Grade Students

FROM: Barry Mason, Middle School Counselor and Project Coordinator

DATE: April 9, 1980

This is to inform you that the Peer Interaction Project for this year has been completed. I am asking that you take some time to talk with your child about his/her reaction to the experience. Hopefully, this will give you enough insight to complete the following questionaire. We need to continually evaluate the effectiveness of the program and feel that your feedback is a vital part of the assessment. Please complete and have your child return this form to his/her teacher.

1. Do you feel that this was a meaningful learning experience for your child?
   Yes ( ) No ( ) Undecided ( )

2. Is your child more aware of what to expect as a teenager; i.e. decisions to be made, problems to be faced, etc.?
   Yes ( ) No ( ) Undecided ( )

3. Do you think your child learned any new ways of dealing with problems of growing up?
   Yes ( ) No ( ) Undecided ( )

4. Do you personally think that this is a valuable program for youngsters?
   Yes ( ) No ( ) Undecided ( )

5. Do you have any concerns, or negative reactions to the project?
   Yes ( ) No ( ) Undecided ( )

If yes, please comment: _____

_____

_____

General comments: _____

_____

_____

_____

_____

_____

Please continue on back if necessary

Peer Interaction

Parent Evaluation Form - 88 Parent Returns

	YES	NO	UNDECIDED
1. Do you feel that this was a meaningful learning experience for your child?	73 = 83%	5 = 6%	10 = 11%
2. Is your child more aware of what to expect as a teenager; i.e. decisions to be made, problems to be faced, etc.?	65 = 74%	9 = 10%	14 = 16%
3. Do you think your child learned any new ways of dealing with problems of growing up?	63 = 72%	12 = 13%	13 = 15%
4. Do you personally think that this is a valuable program for youngsters?	63 = 72%	4 = 4%	21 = 24%
5. Do you have any concerns, or negative reactions to the project?	9 = 10%	69 = 78%	11 = 12%

If yes, please comment: Postive comments: 13 Negative comments: 4

Totals 1 thru 4: Yes - 75% No - 9% Undecided - 16%

SAMPLING OF PARENT COMMENTS

--Excellent program - might even be expanded - like to see more time for relationships to develop
--My child liked getting out of classes best. I am sure teenagers did their best to communicate with the sixth graders
--I am very happy and comfortable with the project
--I do not know what was discussed
--Yes, I feel this project was good for my child
--I think the project was helpful to some of the children in general
--It was a worthwhile project for the children
--Good Idea!
--My son really seemed to enjoy the project. He felt it was a beneficial experience
--Wasted precious school time! Already known thru home education and training
--I agree that this could be a very good program. I think students should be supervised at all times.
--May tend to creat problems where none exist
--My son thought it was a lot of fun - but I don't think he learned anything.
--Not only informative and educational but beneficial to my own relationship with my child
--My daughter really enjoyed the experience but doesn't feel she learned much about what to expect in her teenage years
--We don't think the program had any adverse affects, but as far as meaningful? No!
--I don't feel High School students are mature enough to instruct grade school children
--She seemed to enjoy the program and hearing about the high school
--I think this program is very good especially for children without siblings
--Wonderful project -- hope it continues
--Concerned that areas may be introduced that may counter religious training at home
--My child can't wait til she can become a leader
--The teaching concerning peer pressure seemed to be beneficial
--My daughter appreciated the area of learning to express herself in front of groups

KEY:
Strongly Agree - SA.
Agree - A.
Undecided - U.
Disagree - D.
Strongly Disagree - SD.

LEADER EVALUATION OF PEER PROGRAM

19 Leader Responses

	SA	A	U	D	SD
1. I view the peer project as being a real growth experience for me.	13=68%	6=32%			
2. I gained more insight into myself and the effect of my behavior on others.	11=58%	7=37%	1=5%		
3. I increased my communication skills-(the ability to send and receive clear messages).	9=47%	6=32%	3=16%		
4. I have become more sensitive to both the verbal & non-verbal cues from others.	7=37%	10=53%	2=10%		
5. I learned to listen more effectively.	9=47%	10=53%		1= 5%	
6. I further developed my decision making skills.	2=10%	8=42%	7=37%	2=11%	
7. I learned to be less judgmental and more open to the views of others.	7=37%	7=37%	3=16%	2=10%	
8. I increased my self awareness.	5=26%	11=58%	3=16%		
9. I have become more goal oriented.	6=32%	4=21%	6=32%	2=10%	1= 5%
10. I feel that I am better equipped to make choices in accord with my values.	2=16%	12=63%	3=16%	2=10%	
11. I have furthered my ability to deal with peer pressure.	3=16%	10=53%	3=16%	2=10%	1= 5%
12. I now feel more confident in my ability to lead groups.	14=74%	5=26%			
13. I learned a lot about adolescence.	2=11%	9=47%	5=26%	2=11%	1= 5%
14. I was well prepared to lead my discussion groups.	2=10%	14=74%	2=10%	1= 5%	
15. The training program was well organized.	7=37%	12=63%			
16. All Senior High students should have the opportunity to participate in this program.	7=37%	2=10%	3=16%	4=21%	4=21%
17. The Middle School staff was very cooperative and supportive.	13=68%	6=32%			
18. The sessions with the sicth graders were very productive.	8=42%	10=53%	1= 5%		
19. I believe that peer interaction is an excellent concept & should be continued.	16=84%	2=10%	1= 5%		
20. I would definitely want to participate in another similiar program.	15=79%	2=10%	2=10%		

TOTALS: SA 157 = 41%
A 153 = 40%
U 45 = 12%
D 18 = 5%
SD 7 = 2%

40

Item #16 again received the most negative responses and in discussion the leaders emphasized the need to enlist positive role models. Some felt that not all students should be allowed to participate and that they should be carefully screened to weed out any undesirables.

It was interesting that the overall percentages were very similar for both years. The overall Strong Agreement was matched at 41%, while each of the other categories registered slightly lower or higher percentages (A) Agree 41% (43% last year), (U) Undecided 12% (13% last year), (D) Disagree 2% (5% last year), (SD) Strong Disagreement 2% (1% last year). It should be noted that there were 4% more negative responses this year as opposed to last. An analysis of the questionaire (disregarding Item #16) reveals that most of the negative responses centered around personal skill development. This may be a reflection of the changes made in the project this year. (1) training schedule (1/2 day workshops), (2) leadership style (more autocratic)style), (3) focus of training more heavily toward communication skills. In view of the fact that 81% of the leaders had positive leanings the negative responses, though important, may be insignificant. It might be, however, well to examine the goals for personal development in terms of what can be realistically accomplished in the training sessions.

The leaders were again asked to comment and make recommendations for future programs. The results appear on page 5A, 5B; nineteen responses were received.

PEER INTERACTION: The following is a tally of the recommendations and a sampling of comments made:

1. Training sessions .....more - 7
   less - 1
   about same 12 ..... time needed

2. Selection Process .....more - 5
   less - 2
   same - 10
   undecided - 2 ..... Selective

3. Training Schedul .....half day - 18
   after school - 1

4. Location of training .....Middle School - 10
   High School - 7
   Either - 2

5. Focus of training .....more personal growth - 3
   skill development - 6
   same - 9

6. Peer Sessions .....more supervision - 2
   less supervision - 12
   same supervision - 5

7. Target group .....6th grade - 9
   8th grade - 6
   both - 4

8. Staff involvement .....more - 10
   less -
   same - 9

9. Time allottment for peer .....more - 8
   sessions
   less - 1
   same - 10

10. General comments(sampling of the comments made)
    ....I feel it was a good learning experience and I am grateful for the help that I was given
    ....I hope that the program continues and is successful
    ....I developed some skills that I never really thought about
    ....I loved being part of the project
    ....When I received my card from my group it made me feel good inside
    ....An excellent program - I grew a lot personally and I think the kids got a lot out of it
    ....I really feel that I have learned, experienced, understood... its a great program
    ....I appreciate your going out of your way to develop this program and (us) me
    ....Thanks!

10. Continued

General comments,.....Thank you for the most valuable experience of my high school career

....I couldn't have enjoyed the experience more - the program is excellent

....I really hope that I helped some kid

....I found the Peer Interaction Program a very valuable experience

....I really enjoyed the program an awful lot!

....I learned a lot about myself and more about the kids - could be very helpful in preparing me for my college courses in special education

....I had lot's of fun

....I found that I learned evern more this year than last year and I'm sure I'll be able to apply this to the field I'm entering.

....Thanks for the opportunity to participate the past two years.

There were no really negative comments from the leaders; a few espressed the hope that students might get formal credit for the program and some were somewhat critical of themselves - wishing they could have accomplished more. But the comments were overwhelmingly positive.

The leaders were also asked to evaluate the trainer (page 6A,6B,6C) for his own professional growth. The overall responses reflected somewhat less satisfaction with the trainer in practically all categories. This again may be due to the more autocratic style of teaching during this second year. Items will be carefully analyzed in preparing next years program.

In conclusion, this evaluation further reinforces the findings of last year. The censensus of both the sixth grade students and the peer leaders was that the Peer Interaction process had a positive impace upon their lives. The feedback from parents and supportiveness of the school staff has also been very encouraging. Hopefully, funds will be avail able to continue this concept in future years.

In view of the success of this project it might be wise tofurther explore and perhaps expand upon the potential of the peer concept within the school district. Often the resources of young people, such as our peer leaders, go virtually untapped because of a lack of opportunity and recognition of their dynamic abilities. Peer counseling and tutorial services, properly organized and implemented, could very possibly enhance the quality of both guidance and educational services provided by the school district.

LEADER EVALUATION OF PEER PROGRAM

KEY - Exceptional - EX. Above Average - AA. Average - A. Below Average - BA. Poor - P.

19 Leader Responses

TRAINER EVALUATION:

A. Manner of presentation	EX.	AA.	A.	BA.	P.
1. Poise in classroom	3-16%	11-58%	5-26%		
2. Self confidence	7-37%	8-42%	4-26%		
3. Ability to get & hold student cooperation & attention	6-37%	8-42%	4-21%		
4. Ability to speak distinctly & in an engaging voice	8-42%	8-42%	3-16%		
5. Ability to develop a constructive atmosphere	7-37%	9-47%	3-16%		
B. Relationship with students					
1. Ability to make students feel secure and at ease	7-37%	7-37%	3-16%		
2. Interest in students as persons	7-37%	6-32%	6-32%		
3. Friendliness (conversational -sense of humor)	9-47%	7-37%	3-16%		
4. Acceptance of individual differences among students	7-37%	8-42%	4-21%		
5. Listened & was responsive to student needs	4-26%	11-58%	3-16%		
C. Personal Characteristics					
1. Personal appearance	6-32%	8-42%	5-26%		
2. Exercise of good judgment & tact	3-16%	11-58%	4-21%	1-5%	
3. Emotional stability & maturity, not easily upset	7-37%	11-58%	1-5%		
4. Interest & enthusiasm in carrying out the training program	15-79%	2-11%	2-10%		

KEY - Exceptional - EX.
Above Average - AA.
Average - A.
Below Average - BA.
Poor - P.

TRAINER EVALUATION:

A. Manner of presentation	EX.	AA.	A.	BA.	P.
1. Poise in the classroom	11	5	1		
2. Self confidence	12	3	2		
3. Ability to get and hold student cooperation & attention	7	7	2		
4. Ability to speak distinctly & in an engaging voice	13	2	2		
5. Ability to develop a constructive atmosphere	9	7	1		
B. Relationship with students					
1. Ability to make students feel secure and at ease	10	4	3		
2. Interest in students as persons	7	6	4		
3. Friendliness (conservational-sense of humor)	12	4	1		
4. Acceptance of individual differences among students	5	11	1		
5. Listened and was responsive to student needs	6	7	3		
C. Personal Characteristics					
1. Personal appearance	6	9	2		
2. Exercise of good judgment & tact	9	8			
3. Emotional stability and maturity not easily upset	15	2			
4. Interest & enthusiasm in carrying out the training program	14	3			
D. Knowledge of subject matter and Professional skills					
1. Knowledge of subject matter	14	3			

KEY - Exceptional - EX.
Above Average -AA.
Average - A.
Below Average - BA.
Poor - P.

TRAINER EVALUATION: - cont.	EX.	AA.	A.	BA.	P.
D. Knowledge of subject matter and Professional skills					
2. Ability to make work interesting	7	7	2		
3. Ability to transmit enthusiasm and interest to the students	8	6	3		
4. Quality of group discussions	4	9	4		
5. Made helpful and encouraging comments	6	7	4		
E. Classroom Management:					
1. Ability to plan and organize activities efficiently	11	5	1		
2. Establishing & maintaining esteem & respect on the part of the students	13	3	1		
3. Degree of clarity in stating training objectives	7	7	2	1	
4. How well have objectives been attained	7	6	4		
5. Stimulated students to grow & think for themselves	7	7	3		
6. Presented challenging questions & problems for discussions	6	8	3		
7. Freedom to ask questions and express opinions	10	5	2		
8. Pace for covering material was reasonable	2	8	4	3	